



AP[®] French Language and Culture

Course Planning and Pacing Guide 1

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Welcome to the AP® French Language and Culture Course Planning and Pacing Guides

This guide is one of four Course Planning and Pacing Guides (CPPG) designed for AP® French Language and Culture teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting).

Each AP Course Planning and Pacing Guide highlights how the components of the AP French Language and Culture Curriculum Framework — the learning objectives, course themes, and achievement level descriptions — are addressed in the course. Each guide also provides valuable suggestions for teaching the course, including the selection of resources, instructional activities, and assessments. The authors have offered insight into the *why* and *how* behind their instructional choices — called out in boxes on the right side of the page — to aid in planning the AP French Language and Culture course.

The primary purpose of these comprehensive guides is to model approaches for planning and pacing curriculum throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the *Syllabus Development Guide* and the four *Annotated Syllabi*. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.



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Solon High School Solon, Ohio

School	Public high school located in suburban Cleveland
Student population	<p>Enrollment of approximately 1,900 includes an increasing number of minority students:</p> <ul style="list-style-type: none">• 16 percent African American• 9 percent Asian American• 3 percent multiracial• 1 percent Hispanic/Latino <p>Number of Students in AP French classes: Solon High School has one AP French teacher. There are one or two sections of AP French each year with as many as 20 to 22 students in the class when only one section is run.</p>
Instructional time	Classes begin the second half of August. The course plan is based on 154 school days, which is the norm for 12th-graders in AP® courses at the school. All course objectives must be completed by the end of April. Class meets every day for 50-minute periods.
Student preparation	AP French Language and Culture is the level 5 course in the French curriculum. Most students begin language study in seventh grade, completing French 1 in seventh and eighth grades; thus the level 5 AP course is taken mostly by students in the 12th grade. All students with a grade of C or better in French 4 are encouraged to continue their studies in the AP French Language and Culture course. The AP course has students at various levels of language proficiency, with a wide range of academic abilities. All activities in the AP course are carried out in French.

Overview of the Course



The society in which we live has been influenced linguistically, historically, philosophically, artistically, and in so many other ways by the French language and the rich cultural diversity of the French-speaking world. It is a privilege and a passion to be able to share my knowledge and experience with students; it is a privilege to be able to continue to learn with them and from them. When students reach the AP level, they are already grounded in the study of vocabulary and grammar. At this level, then, they mark their greatest improvement in communicating with the language. When they exit the course in May, they have developed confidence in their abilities to comprehend written texts and oral discourse (Interpretive Communication) and to communicate when writing and speaking on a variety of topics in the Interpersonal and Presentational modes.

All students are capable of having a successful experience in the AP French Language and Culture course if they are motivated in their study of French. In their lower-level French classes, they progressed in small steps and began to test their linguistic wings. Now, in the AP course, I no longer need to use cognate-filled sentences and rely on repetitions to promote understanding. With a well-planned AP curriculum, the students are soon ready to spread their wings and begin to soar with the language.

It is crucial to provide students with opportunities for critical thinking, independent work, cooperative activities, and creative projects; it is also important that they be given opportunities to take advantage of permanent and temporary cultural offerings in our community (e.g., annual target language tours of art exhibits, concerts, West African dance performances and lessons, and Francophone movies). Students need to be aware of their linguistic and cultural growth and know the satisfaction of personal successes; they need to enjoy the learning process. I want my students to leave AP French Language and Culture as lifelong learners with a global perspective that will continue to fuel an interest in other cultures and a respect for their

products, practices, and perspectives. Most students who complete the AP French Language and Culture course at our school will continue their study of the language at the university level, and many will take advantage of study programs abroad.

Creating a new course of study can be a daunting task, but it is important to emphasize that in preparing this guide there was no requirement to develop totally different units of study involving radically different activities. I am able to use many previous materials by making some modifications in unit timing and organization, by including some new materials, and by tweaking some assessment strategies to include more interpersonal activities and place a greater emphasis on integration of skills across the primary learning objectives in the curriculum framework. The overall goal of the AP course remains the same: to produce linguistically competent and confident students with increased global cultural knowledge. These twin emphases on communication and culture broadly reflect the *Standards for Foreign Language Learning in the 21st Century*.



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	<p>Literature Giono, <i>L'homme qui plantait des arbres</i></p> <p>DVD <i>Vuduciel13</i>, Yann Arthus-Bertrand (Sénégal)</p>	<p>Instructional Activity: Students will have read <i>L'homme qui plantait des arbres</i> and will have viewed segments of the DVD <i>Vuduciel13</i> on the environmental work of Haïdar El Ali in Sénégal. Working in small groups, students will agree upon a group definition of the expression “un athlète de Dieu” (<i>L'homme qui plantait des arbres</i>) that includes personal characteristics; they will justify Giono's description of Elzéard Bouffier as an “athlète de Dieu.” Using a visual organizer of comparison (Venn diagram), they will compare and contrast the work of Elzéard Bouffier and Haïdar El Ali.</p>
Written Interpersonal Communication		<p>Instructional Activity: During this first unit, students will begin an email exchange with students in a Francophone secondary school. They will learn the characteristics of this type of informal correspondence. In their messages they will inquire about municipal, school, and personal efforts in matters of ecology and the environment. This “e-pal” exchange will be sustained throughout the year with periodic assignments.</p>
Interpretive Communication: Audiovisual Texts	<p>Web materials Video interviews about Earth Day in Québec from the <i>Jour de la Terre Québec</i> website (Canada)</p>	<p>Formative Assessment: Students view several video interviews from the <i>Jour de la Terre Québec</i> website. Prior to listening, students know the name and title of the interviewee. Students are listening for the answers to specific questions: <i>Pour vous qu'est-ce que le Jour de la Terre? Quels gestes posez-vous pour l'environnement?</i> Students take notes on index cards (one card per video interview), and we review these in class after each interview so that I know what they have understood and how well they are understanding the Québécois accent.</p> <p>Summative Assessment: After viewing several video interviews in the formative assessment, students are ready for a summative assessment in which they listen to two more interviews and answer questions based on them. I ask questions about the purpose of the interview, the point of view of the interviewer or interviewee, and an “application” question that connects the Interpretive and Interpersonal modes: If you were the interviewer, what follow-up question would you ask the interviewee? This summative assessment is related to one of the Essential Questions in the unit: What are the most critical environmental issues in Francophone areas today?</p>

In this activity I have students engage in an oral exchange in a conversational setting. In addition to stating and comparing opinions, students compare the characteristics and work of two men. I go around the room to verify that the groups are using a variety of vocabulary from the works read/viewed, as well as using expressions for comparing and contrasting.

Since an important goal of the course is to familiarize students with French spoken in various areas of the Francophone world, I use these brief, authentic audiovisual sources to help students get accustomed to the Québécois accent. Students' comprehension of the interviewees is supported by the visual component.

Essential Questions:

▼ What are the most critical environmental issues today in the United States and in Francophone areas, and what measures are being implemented to address them? ▼ How do you see yourself making a difference with environmental concerns in the future?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication		<p>Formative Assessment: Before the summative assessment (see below), each student in the group prepares one sample slide on the environmental problem chosen and a one-minute speech about it. All group members and I provide feedback on the comprehensibility of the speech and the slide design, and the coherence between the image(s) used and the message being communicated.</p> <p>Summative Assessment: In pairs or groups of 3, students give an 8- to 10-minute PowerPoint presentation in class on an environmental problem that affects a specific area of the Francophone world.</p>
Written Interpersonal Communication	<p>Other materials studied in this unit include:</p> <p>Literature Le Clézio, « De l'autre côté de la vie »</p> <p>Music Mickey 3D, « Respire » « Préservons notre Fenua » (Polynésie Française)</p> <p>Web materials Promotional materials on recycling from the <i>Action-Nature</i> website (Polynésie Française)</p> <p>DVD <i>L'homme qui plantait des arbres</i> <i>Sénégal: La piste aux découvertes</i></p>	<p>Summative Assessment: Students will have studied and discussed the accomplishments of several people who are involved in work for the environment in different Francophone areas (Canada, French Polynesia, Senegal). They will write a letter of nomination for an important environmental award for one of the people studied. In the letter they must use a formal register and convincing arguments to support the nomination of their candidate. I will evaluate them on several key learning objectives for Interpersonal Communication, such as: (1) using examples to support an argument; (2) maintaining an appropriate register; (3) using a variety of vocabulary; and (4) demonstrating an understanding of the features of the target cultural communities (here, concerning the environment).</p>

I am reinforcing two key aspects of successful Spoken Presentational Communication: (1) awareness and engagement of the audience; (2) speaking in one's own words, instead of reading information verbatim from slides or index cards.

The PowerPoint presentation and the formative assessment associated with it are related to one of the Essential Questions in the unit: What are the most critical environmental issues in Francophone areas today?

My students have already learned the conventions of formal letter writing in French 4. In this assessment, I want them to apply that previous knowledge to write persuasively on a topic related to an Essential Question for the unit: What are the most critical environmental issues today in Francophone areas, and what measures are being implemented to address them?

Essential Questions: ▼ What are the most critical environmental issues today in the United States and in Francophone areas, and what measures are being implemented to address them? ▼ How do you see yourself making a difference with environmental concerns in the future?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication Interpretive Communication: Print Texts	Literature Camus, <i>Le premier homme</i>	Instructional Activity: Individually, students read excerpts from <i>Le premier homme</i> (Camus) and write brief answers to a series of questions that provide a framework for textual analysis (author, purpose, organization, main ideas, details, vocabulary, ...). Students discuss their responses in a “Pair and Share” context. I then ask students to share with the group any questions they may still have about the reading.
Spoken Interpersonal Communication Interpretive Communication: Audio Texts	Music Tryo, « France Télécom »	Instructional Activity: The audio text for this activity is the song « France Télécom » by Tryo. Students complete a cloze exercise with the words of the song. The focus of the blanks is vocabulary that is associated with the telephone (<i>sonnerie, abonné, combiné</i> , etc.). Students listen to the song twice and fill in as many of the missing words as possible. Responses are checked for accuracy. Then, we extend the activity to engage in a class discussion that checks for comprehension (e.g., main ideas, supporting details) and interpretation (e.g., tone of the song), etc.
Written Interpersonal Communication	Web materials A variety of print articles and video clips about the most recent <i>Concours Lépine</i> that will be updated annually. When possible, materials will focus on young inventors.	Summative Assessment: Students write a formal email reply to a message from the organizers of the <i>Concours Lépine</i> (created by me, based on information found on the website of the <i>concours</i>). In the email, they will describe an object or process that they have invented and explain why they should be accepted to participate in the next <i>concours</i> . They will attach to the email a scanned copy of their official registration form for the annual inventors’ competition. Students send the email message to my school account. This summative assessment is related to the Essential Question: What would you like to discover or invent someday, and why?
Spoken Interpersonal Communication		Instructional Activity: Students survey one another to determine the discoveries and inventions that members of the class feel are the most important. During this oral exchange of opinions they use and practice a variety of vocabulary that they have learned to name major discoveries and inventions.

Prior to making this assignment, I will have reviewed with students the format of the Email Reply task on the AP Exam, describing in detail the characteristics of a strong performance in Written Interpersonal Communication. In this assignment, though, instead of writing a reply to a message, I want the students to focus on initiating a written exchange.

Essential Questions:

▼ How have discoveries and inventions from the Francophone world changed our lives? ▼ Who are the inventors in France today, and what problems are they working to resolve? ▼ What would you like to discover or invent someday, and why?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication		<p>Summative Assessment: Students use a visual presentational technology (e.g., Photo Story, PowerPoint, Flip camera clip edited in Windows Moviemaker) to prepare individual, four-minute persuasive presentations on an invention or a discovery associated with the Francophone world. During the presentation, each student must provide brief background information about the inventor and then use persuasive arguments to convince classmates that this is the one invention or discovery that is the most important. After the presentations, each student must select the most convincing presentation and subsequently defend the selection in writing (see the summative assessment for Written Presentational Communication).</p>
Written Presentational Communication	<p>Other materials studied in this unit include:</p> <p>Literature Robida, « La télévision — un rêve du XIXe siècle » Valode, <i>Récits insolites des grandes inventions françaises</i></p>	<p>Summative Assessment: After having heard the persuasive presentations of classmates (Spoken Presentational Communication — see above), students will select the most convincing presentation and defend it in writing (i.e., they will write a composition that defends the viewpoint of the presenter with respect to that particular invention or discovery).</p>

Here I am focusing students' work on two key learning objectives in Presentational Communication: (1) they are expounding on topics that require research; (2) they are creating and presenting persuasive speeches on topics that demonstrate knowledge of content across disciplines.

To wrap up this multistep assessment that integrates modes and modalities, I want students to defend a choice in writing, based on their understanding of information that they heard during the oral presentations on inventions and discoveries. Taken together, the oral and written summative assessments address the Essential Question: How have discoveries and inventions from the Francophone world changed our lives?

Essential Questions:

▼ How have discoveries and inventions from the Francophone world changed our lives? ▼ Who are the inventors in France today, and what problems are they working to resolve? ▼ What would you like to discover or invent someday, and why?



Learning Objectives	Materials	Instructional Activities and Assessments
Interpretive Communication: Print Texts	Print texts Roesch and Rolle-Harold, <i>La France au quotidien</i>	Instructional Activity: Students will have read several texts describing the organization of the French school system (<i>La France au quotidien</i>). For this activity, they will read an Internet article on the topic of the most recent changes to that system. After having read the article, they will organize notes in a comparative T-chart, with one column representing “Before” and the other column the “Change(s)” being instituted.
Interpretive Communication: Audiovisual Texts	DVD <i>Être et avoir</i>	Instructional Activity: After having discussed the difference between <i>éducation</i> and <i>enseignement</i> , students view selected excerpts from the movie <i>Être et avoir</i> . They focus on finding examples of actions or activities that exemplify those two concepts.
Spoken Interpersonal Communication		Formative Assessment: Students will have reviewed basic vocabulary associated with education and read about and discussed all levels of the school system in France. For this activity, students prepare to do an in-person interview with a visitor to our class who is a native speaker of French. Each student prepares in advance a list of potential questions about the educational system. Each student asks at least one question that relates to the school experience of the French visitor, using an appropriate register for conversation, practicing with appropriate vocabulary, and requesting clarification or information, as needed. All students take notes on the questions asked and the answers provided. At the conclusion of this activity, I conduct a debriefing session with students, helping with difficulties observed and making suggestions.
		Summative Assessment: Students conduct a Skype interview with a native speaker of French, again on the topic of education. Each student prepares a list of potential questions in advance of the session. Each student asks at least one question that relates to the school experience of the French person, and at least one question about that person’s perspective on the American school system. All students must take notes on the questions asked and the answers provided.

This face-to-face session prepares the students to handle a similar interview situation with a native speaker of French in which they will communicate using Skype. However, before they attempt to interview someone via Skype, I want students to gain experience in Interpersonal speaking, by speaking “in person” with a guest speaker.

In both the formative and summative assessments, I want students to include questions for their native-speaking interviewee that are related to one of the Essential Questions for the unit: On what principles is public education based in the United States and in Francophone areas?

Essential Questions:

▼ How do you understand the concepts of *éducation* and *enseignement*? What important lessons from your *éducation* and your *enseignement* will you use throughout your life? ▼ On what principles (social, philosophical, legal) is public education based in the United States and in Francophone areas? ▼ How is the value of education portrayed in literature, music, and cinema of the French-speaking world?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Interpersonal Communication		<p>Instructional Activity: Students continue their email exchange with students in a French high school. In this round of correspondence, they ask specific questions on topics like student-teacher relationships, grading systems, grade reporting, disciplinary systems, etc.</p>

Essential Questions:

▼ How do you understand the concepts of *éducation* and *enseignement*? What important lessons from your *éducation* and your *enseignement* will you use throughout your life? ▼ On what principles (social, philosophical, legal) is public education based in the United States and in Francophone areas? ▼ How is the value of education portrayed in literature, music, and cinema of the French-speaking world?



Spoken Presentational Communication

Other materials studied in this unit include:**Literature**

Zobel, *La rue cases-nègres*
Pineau, *Un papillon dans la cité*

Music

Grand Corps Malade,
« Education Nationale » and
« A l'école de la vie »

Web materials

Video podcasts on the Université
de Montréal website:
« Pourquoi les étudiants
étrangers choisissent-ils
l'U de M ? » and « Les gros
changements de la rentrée »

Article

« Génération smartphone à
l'école »

Website

Le café pédagogique

YouTube clips

« L'école ma liberté » (Sénégal)

DVD

*Sugar Cane Alley (La rue cases-
nègres)*
Entre les murs
La Classe de Madame Lise
(Canada)

Summative Assessment:

Students will have studied the educational system in France and in Canada. They will make individual oral presentations in which they compare elements of the two systems. They will not know the exact topic of their individual presentation in advance, but they will have four minutes to prepare their comparative presentation and then will speak for two minutes. This assignment targets the skills and knowledge necessary to do the cultural comparison oral presentation on the AP Exam. This oral presentation will require students to provide evidence that addresses one of the Essential Questions in the unit: How is the value of education portrayed in literature, music, and cinema of the French-speaking world?

The end of this unit falls about two and a half weeks before midterm exams. For one part of the midterm, students will have to make an oral cultural comparison. Therefore, this activity is a summative assessment for this unit of study but also a formative assessment for the midterm exam because I am able to provide constructive feedback.

Essential Questions:

▼ How do you understand the concepts of *éducation* and *enseignement*? What important lessons from your *éducation* and your *enseignement* will you use throughout your life? ▼ On what principles (social, philosophical, legal) is public education based in the United States and in Francophone areas? ▼ How is the value of education portrayed in literature, music, and cinema of the French-speaking world?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication Interpretive Communication: Audio Texts	Podcast « Existe-t-il encore des métiers d'hommes et des métiers de femmes ? » (RFI)	Instructional Activity: Students respond to the question <i>Existe-t-il encore des métiers d'hommes et des métiers de femmes ?</i> in a think-pair-share format. After some time for small-group discussions on the topic, we conclude the activity by creating a group response to this question. Then, students listen twice to an excerpt of a radio interview (RFI) on the same topic. They respond to questions about the information presented and then re-form their small groups to compare the opinions they expressed to the viewpoints expressed in the radio interview.
Interpretive Communication: Print Texts Written Presentational Communication	Manuals Azoulay and Portella, <i>100 CV et lettres de motivation pour tous les métiers</i> Legeay and Perez, <i>100 CV et lettres de motivation pour tous les profils</i>	Formative Assessment: Students examine five or six French <i>curriculum vitae</i> (selected by the teacher) and make two lists to note the differences they observe between French and American <i>curriculum vitae</i> and any vocabulary with which they are unfamiliar. A brief discussion follows in which I ask students to identify the main differences, and I provide immediate feedback to clarify any words or concepts that may have been misunderstood. Summative Assessment: Students will write a CV that follows the French format they studied. They will use the vocabulary they learned that is appropriate for this task.
Written Interpersonal Communication		Summative Assessment: Using formal letter style, students write a brief lettre de motivation to a prospective employer. They attach a copy of their newly developed French-language CV. In this cover letter, students will address one of the Essential Questions of the unit: What are your greatest personal assets, and what work or life experiences have prepared you for a future career?
Interpretive Communication: Audiovisual Texts Spoken Presentational Communication	Web materials Examples of digital résumés from YouTube Article « 25 questions posées aux jeunes diplômés » (L'Étudiant)	Summative Assessment: After having viewed several online examples of digital CVs (video) in French and having discussed in class the advantages and disadvantages of that format for presenting a résumé, students will create their own two-minute digital CV that showcases their strengths for a potential employer.

During this conversational activity I want students to use their Interpersonal Communication skills to question one another's (and their own) ideas about supposedly "male" versus "female" professions. The exchange of ideas prepares them to listen to a radio interview on the same topic.

My AP French students already have had to write curriculum vitae as part of their English curriculum, so they are familiar with how CVs are written in the United States. This activity provides a good platform for a cultural comparison.

Taken together, the formative and summative assessments on French and American CVs are related to one of the Essential Questions of the unit: What differences in cultural perspectives on le monde du travail can be inferred from studying French and American résumés?

Because digital CVs are being used increasingly in France by young job seekers, this task, along with the lettre de motivation, provides my students with the opportunity to use their French to accomplish a real-world task that addresses the Essential Question: What are your greatest personal assets, and what work or life experiences have prepared you for a future career?

Essential Questions:

- ▼ What are your greatest personal assets, and what work or life experiences have prepared you for a future career?
- ▼ What differences in cultural perspectives on *le monde du travail* can be inferred from studying French and American résumés?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		Instructional Activity: Based on the quotation of Blaise Pascal, « <i>La mode même et les pays règlent ce que l'on appelle beauté,</i> » students will work in small groups to define what constitutes physical beauty and to discuss how standards of physical beauty are established. Final group ideas will be recorded on large sheets of paper for subsequent sharing.
Written Interpersonal Communication		Instructional Activity: Students write a formal email reply to a prompt that indicates they have volunteered to participate in a charity fashion show to raise money for a specific cause. Students will respond to questions asked in the email, and they will have to ask at least one question about the event in their reply.
Interpretive Communication: Print Texts Interpretive Communication: Audiovisual Texts	Literature Molière, <i>L'Avare</i>	Instructional Activity: Students read the 17th-century play, <i>L'Avare</i> , and watch video excerpts of a performance of it over a one-week period. While reading, students note how physical and moral beauty and ugliness are represented in the play.
Interpretive Communication: Audio Texts	Music MC Solaar, « Victime de la mode »	Instructional Activity: Students listen twice to the song « Victime de la mode » by MC Solaar. As they listen, they list all the words they recognize that are associated with body image. Students should also be able to determine the setting that is created by the first lines of the first two stanzas.
Spoken Presentational Communication	Web materials Visual arts "West African Wisdom: Adinkra Symbols and Meanings"	Summative Assessment: Students will have studied West African Adinkra symbols and the values that they represent. For this task, students select five Adinkra symbols that represent the values that they themselves would like to exemplify. They create a Photo Story presentation that represents the importance of these values in their lives. This oral presentation is related to one of the Essential Questions for the unit: What cultural values with respect to beauty are represented in literature and the visual arts, and what values are most important to you personally?

I've created this assignment for students to demonstrate their ability to use the appropriate register and writing conventions for formal Written Interpersonal Communication while using a variety of vocabulary appropriate to the topic.

Reading this play and viewing excerpts of a performance enable students to demonstrate an understanding of features of that period and what constituted beauty and ugliness in a specific historical context.

The goal for this activity is for students to analyze the vocabulary they hear and understand in order to appreciate MC Solaar's viewpoint regarding body image.

Essential Questions:

▼ How have culturally accepted standards of beauty varied over time? How do they vary across different regions of the Francophone world? ▼ What incites people to seek conformity to standards of beauty, and what consequences can result? ▼ What cultural values with respect to beauty are represented in literature and the visual arts, and what values are most important to you personally?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<p>Podcast Interview with tattoo artist Bernard Lompré (Radio Suisse Romande Couleur3)</p> <p>Articles « Piercings et tatouages, au-delà de la mode » (Belgique)</p> <p>Other materials studied in this unit include:</p> <p>Web materials Articles « Légendes polynésiennes », « Frous-frous et colliers choux » (Guadeloupe)</p> <p>Visual arts « Collection de tenues creoles — robe de mariée créole traditionnelle »</p> <p>DVD <i>La belle et la bête</i> (Cocteau) <i>Îles ... était une fois les Caraïbes</i> <i>Îles ... était une fois la Polynésie</i></p>	<p>Summative Assessment: Students listen to a podcast interview of tattoo artist Bernard Lompré. Then they read an excerpt from an Internet article « Piercings et tatouages, au-delà de la mode » (opinions of parents, sociologists, and adolescents about piercings and tattoos). Students write a persuasive essay on the importance (or lack of importance) of conforming to culturally accepted standards of beauty. They cite information from the podcast and the article and also express their own opinions on the topic, which is related to one of the Essential Questions in the unit: What incites people to seek conformity to standards of beauty, and what consequences can result?</p>

In the second half of the year, in preparation for the Written Presentational Communication task on the AP Exam, I will make more assignments that require students to synthesize information from two or more sources and present their own opinion in an organized persuasive essay.

Essential Questions:

- ▼ How have culturally accepted standards of beauty varied over time? How do they vary across different regions of the Francophone world?
- ▼ What incites people to seek conformity to standards of beauty, and what consequences can result?
- ▼ What cultural values with respect to beauty are represented in literature and the visual arts, and what values are most important to you personally?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	Literature Beauvoir, <i>Mémoires d'une jeune fille rangée</i>	Instructional Activity: Students work in pairs to fill in a Venn diagram. On one side they list words that describe how they felt about their family when they were four or five years old. On the other side they list words that describe how they feel about their family now that they are about to enter adulthood. In the middle they list any common elements in their perspectives about family life that are shared in those two periods of their life.
Interpretive Communication: Print Texts	Literature Diop, « Père mère »	Instructional Activity: Students read and analyze the poem « Père mère » by Lamine Sine Diop (Senegal), taking notes on vocabulary, structure, imagery, point of view, and the representation of family.
Interpretive Communication: Audiovisual Texts	DVD <i>La gloire de mon père</i> <i>Le papillon</i>	Instructional Activity: Students view excerpts from two films, <i>La gloire de mon père</i> (featuring a traditional four-member family) and <i>Le papillon</i> (featuring a single mother raising her daughter). Students observe the families in these films and take notes on the family structures and the relationships represented.
Written Interpersonal Communication		Instructional Activity: Students have remained in contact with their email correspondents in France throughout the year. In this round of exchanges, they request information and opinions from their correspondents about topics being studied in this unit: family structures, relationships between younger and older family members, etc.
Written Presentational Communication Interpretive Communication: Print Texts	Literature Warner-Vieyra, « L'ombre venant du pont »	Instructional Activity: After having read and discussed the story « L'ombre venant du pont » (Myriam Warner-Vieyra, Guadeloupe), students write a summarized version of it, changing some details and creating a new ending. This creative activity does not correspond to any of the free-response item types on the exam, but it enables the student to continue to experience variety in written expression.

These shared conversations serve as a pre-reading activity for excerpts from *Mémoires d'une jeune fille rangée* (Simone de Beauvoir).

Considering that the last few Written Interpersonal Communication exercises have involved formal situations, I want to maintain students' interest in this learning objective with an informal written exchange. In this round of correspondence with their "e-pals," I want students to focus on eliciting information and opinions and using culturally appropriate expressions.

Essential Questions:

▼ What constitutes a family? How have family structures evolved over time? ▼ How is the union of a couple made official and celebrated in different Francophone cultures? ▼ What attitudes and actions contribute to familial harmony or dysfunction?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication	<p>Other materials studied in this unit include:</p> <p>Literature Prévert, « Pour toi mon amour » Sidibé, « Mon fils »</p> <p>Web materials Videos (YouTube and other sites): « Défilé de robe antillaise de mariage », « Les traditions sénégalaises. Le mariage. Le mariage musulman. », « Mariage antillais », « Mariage Tunisie », « Mariage Sénégal », « Mariage traditionnel en Polynésie »</p>	<p>Summative Assessment: Students have studied legal options for couples in France (marriage, PACS, civil weddings) and what wedding ceremonies could look like in several Francophone areas (French Polynesia, France, North Africa). In this assessment, students will make an oral presentation with a cultural comparison based on these studies. They will not know the exact topic in advance, but they will have four minutes to prepare their comparative presentation and then will speak for two minutes. In particular, I want students to focus on how they will use their allotted four minutes to create a coherent organization for their presentation.</p>

This assessment takes place about three to four weeks prior to the AP Exam and enables students to practice the format of the Presentational Speaking free-response item (cultural comparison). Students should include evidence in their presentation that addresses the following Essential Question: How is the union of a couple made official and celebrated in different Francophone cultures?

Essential Questions:

- ▼ What constitutes a family? How have family structures evolved over time?
- ▼ How is the union of a couple made official and celebrated in different Francophone cultures?
- ▼ What attitudes and actions contribute to familial harmony or dysfunction?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		Instructional Activity: In small groups, students agree upon a definition of “identity” and carry out a webbing activity (with a graphic organizer or cognitive map) to identify as many groups as possible who are victims of exclusion today.
Spoken Interpersonal Communication		Summative Assessment: Students participate in a simulated conversation that deals with one of the Essential Questions of the unit: What factors affect acceptance into or exclusion from a social group? In their part of the role-play students will have to react appropriately and give advice to a friend who describes having been rejected from a group or prevented from participating in an event because of some aspect of identity (e.g., gender, race, size, sexual orientation).
Interpretive Communication: Audiovisual Texts Interpretive Communication: Print Texts	Web materials Video podcasts from the Université de Montréal website: « Soutenir les étudiants en situation de handicap dans leurs études » and « Un service essentiel »	Formative Assessment: In preparation for a summative assessment that requires students to demonstrate comprehension of a print text and an audiovisual text on the same topics, I ask students to brainstorm a list of services that schools should be required to provide to students with physical disabilities. Students then view a video from the Université de Montréal on this topic, and I ask them which of the services on their lists are referred to in the video. I provide immediate feedback to clarify any misunderstood or new vocabulary items in the video.
		Summative Assessment: Students view the video from the Université de Montréal a second time and then read an online article about handicapped children in a secondary school setting in France. Next, students respond to a few factual questions on each individual source — audience, purpose, point of view, main ideas — and then reply to some interpretive questions that require a comparison of information in the two sources.
Spoken Presentational Communication		Summative Assessment: Students plan and present a spoken presentation that provides a cultural comparison on the topic of alienation and assimilation. In the presentation, which specifically follows the format of the AP French Language and Culture Exam, students will provide evidence that addresses the Essential Question: What factors affect acceptance into or exclusion from a social group?

This assessment reflects the format of the simulated conversation on the AP Exam.

Students demonstrate their ability to comprehend the Québécois accent and to understand information in the audiovisual source that is relevant to the theme of La quête de soi.

Taken together, the formative and summative assessments address one of the Essential Questions of the unit: What legal measures are established in the United States and in Francophone areas to protect the rights of people from being discriminated against?

This is the final Spoken Presentational assessment prior to the AP Exam, so students practice the exam format for that free-response question (cultural comparison).

Essential Questions:

▼ What constitutes a person's identity? How does identity evolve over time? ▼ What factors affect acceptance into or exclusion from a social group? What types of exclusion can make a person a victim? ▼ What legal measures are established in the United States and in Francophone areas to protect the rights of people from being discriminated against?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<p>Other materials studied in this unit include:</p> <p>Music (videos) Grand Corps Malade, excerpts from « Enfant de la ville » and « 3ème temps »</p> <p>DVD <i>Le huitième jour</i> <i>Le dîner de cons</i></p>	<p>Summative Assessment: Students plan and produce a persuasive essay that deals with the topic of identity: <i>Do you create your own identity, or do others create it for you?</i> The essay demonstrates student comprehension of authentic audio, print, and visual sources; it further demonstrates the student's ability to cite those sources. The persuasive essay is directly related to the Essential Question: What constitutes a person's identity? How does it evolve over time?</p>

This is the final Written Presentational Communication assessment prior to the AP Exam, so students practice the exam format for that free-response question (persuasive essay).

Essential Questions:

- ▼ What constitutes a person's identity? How does identity evolve over time?
- ▼ What factors affect acceptance into or exclusion from a social group? What types of exclusion can make a person a victim?
- ▼ What legal measures are established in the United States and in Francophone areas to protect the rights of people from being discriminated against?



General Resources

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Europe1 Podcasts. <http://www.europe1.fr/Radio/Podcasts/Semaine/>

France 24. www.france24.com/fr/monde

Institut national de la statistique et des études économiques.
<http://www.insee.fr/fr/themes/>

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Ladd, Richard. *AP* French: Preparing for the Language and Culture Examination.* Pearson: Boston, 2012.

Le Figaro, vidéos. <http://www.lefigaro.fr/actualites/videos.php>

Radio-Canada. <http://www.radio-canada.ca/>

Université de Montréal, Médias, Forum en clips.
<http://www.nouvelles.umontreal.ca/multimedia/forum-en-clips/index.php>

Tahiti.tv. <http://www.tahiti.tv/>

TV5MONDE. <http://www.tv5.org/>

Unit 1 Resources

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Aznavour, Charles. « La Terre meurt. » (2007)
<http://www.youtube.com/watch?v=dnQzP69wZil>

Brouwers, Pierre. « Sénégal: La piste aux découvertes. » 2005. Média 9, France.

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Desjeans, Alain. Photo: Faites un voeu pour la planète. Clip: Jour de la Terre Québec 2008. <http://www.youtube.com/watch?v=wsCd-X7DIM&feature=related>

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<http://www.poeme-france.com/poeme-65826-sac-en-plastique.html>

El Ali, Haïdar. "Global Greens Second Congress, May 2008."
<http://www.youtube.com/watch?v=XyjH5zzgyKg>

El Ali, Haïdar. « Replanter la mangrove. »
<http://www.youtube.com/watch?v=qE2KVSITGwU&feature=related>

Giono, Jean. 1953. *L'homme qui plantait des arbres.* Gallimard, Collection Folio Cadet: France. A 30-minute animated film is also available (Producer and Director: Frédéric Back).

Jour de la Terre Québec. Allô la terre.
<http://www.jourdelaterre.org/category/touslesjours/7-allo-la-terre/1-descriptif/>

Jour de la Terre Québec. Collecte MD MIE.
http://www.jourdelaterre.org/main.cfm?p=02_100&l=fr&SectionID=3&categorieID=20

Jour de la Terre Québec. Facture en ligne Vidéotron.
http://www.jourdelaterre.org/main.cfm?p=02_100&l=fr&SectionID=3&categorieID=32

Jour de la Terre Québec. Jour de la Terre TV. <http://www.jourdelaterre.tv/> [« Cultiver la ville, Montreal. » « La biodiversité ... en ville ? » and others]

Jour de la Terre Québec. Le Jour de la terre d'hier et d'aujourd'hui.
http://www.jourdelaterre.org/main.cfm?p=02_100&l=fr&SectionID=3&categorieID=32

Jour de la Terre Québec. Témoignages.
<http://www.jourdelaterre.org/category/jourdelaterretv/temoignages/>

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http://www.radio-canada.ca/audio-video/pop.shtml#urlMedia=http://www.radio-canada.ca/Medianet/2011/RD12/2011-04-22_11_30_00_TJ_010_500.xml&epr=true

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<http://www.jourdelaterre.tv/index.cfm?videoID=112&CatID=1>

Lee, Sid. Clip Jour de la Terre Québec 2009. [sac en plastique]
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- Paradi, Dave. 2005. What Annoys Audiences About PowerPoint Presentations? <http://www.thinkoutsidetheslide.com//pptresults2005.htm>
- Parlement Européen. June 16, 2008. Moins de déchets et des eaux pures d'ici 2020 ? http://www.europarl.europa.eu/news/public/story_page/064-31732-168-06-25-911-20080616STO31731-2008-16-06-2008/default_fr.htm
- Rubio, Laurent (webmaster). Pour enrayer la pollution. Action Nature (Tahiti). <http://www.net-pf.com/actionnature/page8.php>
- Rubio, Laurent (webmaster). Pour éviter le réchauffement. Action Nature (Tahiti). <http://www.net-pf.com/actionnature/page9.php>

Unit 2 Resources

- Camus, Albert. *Le premier homme*. [manuscrit inachevé publié en 1994] Excerpts from: Jaraus, Hannelore, and Clare Tufts. 2006. *Sur le vif, niveau intermédiaire, 4th edition*. Thomson Heinle. Boston, pages 93–94.
- « Concours Lépine. » http://fr.wikipedia.org/wiki/Concours_L%C3%A9pine
- « Concours Lépine. » <http://www.concours-lepine.fr/fr/>
- « Concours Lépine, la fine fleur des inventeurs. » <http://www.la-croix.com/Concours-Lepine-la-fine-fleur-des-inventeurs/article/2446010/5547>
- « La boîte aux lettres Wi-Fi recompensée au concours Lépine. » <http://www.canardwifi.com/2005/05/23/la-boite-aux-lettres-wi-fi-recompensee-au-concours-lepine/>
- « Le concours Lépine. » <http://www.holala.ch/culture/3387.html>
- « Le concours Lépine couronne un plan de métro qui parle » « Le 'Top-braille', vainqueur du concours Lépine » « Bouge ton pad » <http://ici.tf1.fr/recherche/?query=concours+lepine&x=18&y=11&site=tf1+news&f=INFO> [articles to be updated each year after the new concours Lépine]
- « Le concours Lépine permet de découvrir les dernières innovations. » <http://www.kewego.com/video/iLyROoafY2jX.html>
- « Le Puy-en-Velay: jeunes inventeurs cherchent investisseurs. » <http://www.leveil.fr/infos-du-jour/Le-Puy-en-Velay-2962>

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Unit 3 Resources

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- Etre et avoir*. 2002. Directed by Nicolas Philibert. Distributed by Maia Films. 104 minutes.
- « Génération smartphone à l'école. » <http://fr.locita.com/actualite/generation-smartphone-a-lecole/> [Locita : Internet et nouvelles technologies] <http://www.youtube.com/watch?v=dcseXlJpOrE> <http://www.youtube.com/watch?v=Pbe5c75Gaho&feature=related> http://www.youtube.com/watch?v=p8VHKL_6q8w&feature=related
- La Classe de Madame Lise*. 2006. Directed by Sylvie Groulx. Distributed by K. Films Amérique, Montréal. 90 minutes.
- Le café pédagogique [toute l'actualité pédagogique sur Internet] http://www.cafepedagogique.net/lemensuel/Pages/121_Sommaire.aspx
- « Les gros changements de la rentrée. » <http://www.europe1.fr/France/Les-gros-changements-de-la-rentree-260958/> [Europe 1, Aug. 31, 2010]
- Oddo, Gilles and Mamdou Sow. « L'école ma liberté. » [3 parts] [Aide et Action: scolarisation des filles au Sénégal]
- Pineau, Gisèle. 1992. *Un papillon dans la cité*. Editions Sépia. Saint-Maur.
- « Pourquoi les étudiants étrangers choisissent-ils l'U de M ? » <http://www.nouvelles.umontreal.ca/multimedia/forum-en-clips/20100526-vox-pop-pourquoi-les-etudiants-etrangers-choisissent-ils-ludem.html>

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Zobel, Joseph. 1974. *La rue cases-nègres*. Présence Africaine. Dakar.

Unit 4 Resources

Azoulay, Gilbert, and Angela Portella. 2006. *100 CV et lettres de motivation pour tous les métiers*. L'Étudiant. Paris.

« Curriculum Vitae VIDEO Exemple. »
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« CV VIDEO SARAH PIRAT. »
http://www.youtube.com/watch?v=xZ0F9u80_90&feature=related

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<http://www.letudiant.fr/jobsstages/s-entrainer-aux-entretiens/quelles-sont-vos-qualites-.html>

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<http://www.campuscreole.com/mode/robe-creole.html>

« Des tissus et des hommes. » <http://www.afrik.com/article7948.html>

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<http://www.guadeloupe-fr.com/magazinedestinationguadeloupe/article=5155/>

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« West African Wisdom: Adinkra Symbols & Meanings. »
<http://www.adinkra.org/htmls/list.htm>

Unit 6 Resources

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« Défilé de robe antillaise de mariage. »
<http://www.youtube.com/watch?v=6Yp3coobUq8&feature=related>

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« Les Traditions Sénégalaises. Le Mariage. Le mariage musulman. »
http://senegaltraditions.free.fr/traditions_rituelles/mariage.htm

« Mariage antillais. » <http://www.youtube.com/watch?v=UnkF95gpx7A&feature=related>

« Mariage polynésien traditionnel à l'hôtel Fenua Mata'i'oa »
<http://www.fenua-mataioa.com/index.php?page=22>

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<http://www.suite101.fr/content/le-mariage-traditionnel-en-polynesie-a8355>

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